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The Charter School North Dulwich Curriculum Statement 2021-22

Review Date – July 2022

1. Our Vision

All students will develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

2. Our Values

We believe that all our young people have the potential to achieve in school and succeed in life. We are committed to our pursuit of the highest standards possible in education and we are united in our determination that all students will excel regardless of their starting points or personal circumstances.

We want all our students to flourish and to become creative, confident and caring citizens who are happy in themselves, excited about learning, and ambitious for success. They will leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21st century.

We aim to help all students increase their knowledge, skills, aptitudes and abilities through:

School Value	Student Expectations	School Expectations
Develop a culture of excellence	<ul style="list-style-type: none">• Be the best you can be in everything you do• Strive to exceed all expectations inside and outside the classroom.• Allowing no excuses• Be ambitious for the future	<ul style="list-style-type: none">• Develop a curriculum with breadth and ambition of knowledge which challenges students to think• Systematic curriculum which progresses student's knowledge and skills• All students are encouraged to follow the EBacc
Develop a culture of responsibility	<ul style="list-style-type: none">• Take responsibility for your own learning and behaviour• Engage fully in lessons• Participate in extra-curricular activities• Work to change your school, local and global communities for the better.	<ul style="list-style-type: none">• Use the curriculum to address social disadvantage by providing opportunities to widen student's knowledge of the world to create equity of opportunity.• Use extra-curricular opportunities to develop cultural capital of all student
Develop a culture of perseverance	<ul style="list-style-type: none">• Work hard: remember that effort is the key to success• Keep trying even when you find things difficult.• Enjoy difficult challenges• - Be resilient and maintain a growth mindset at all times.	<ul style="list-style-type: none">• Ensure the curriculum meets the needs of all learners including those with SEND• Create a curriculum that challenges all students to think hard about their learning through knowledge and skills
Develop a culture of family	<ul style="list-style-type: none">• Respect yourself, other people and the school environment• Care for and support each other• Follow the rules• Value diversity and difference.	<ul style="list-style-type: none">• Ensure the curriculum is representative of the school community and brings in different perspectives.• The curriculum is adapted as appropriate to fill gaps created by the pandemic

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3. The Purpose of the School Curriculum

The curriculum at The Charter School lies at the core of school activity. Every pupil and student is entitled to a curriculum that is rich and varied, challenging and inspiring which enables every individual to achieve their potential to the highest possible standard; so that all are able to shape their destinies and create a better world.

Core Learning

Knowledge is a building block of our curriculum, it forms the basis of enabling students to access academic discipline, and understanding subject specific vocabulary is an essential part of our curriculum to allow students to infer, understand and then deepen their learning. We are proactive in ensuring that teachers are experts in their subjects and that this knowledge is passed on to students in an effective manner. Consequently, subject curriculum are built around knowledge and skills that students need to take advantage of opportunities, responsibilities and experiences of later life. This facilitates the development of equity for all students to address the gaps coming from social disadvantage. Each year's curriculum builds on previous years knowledge and skills that facilitates progression and challenge and consequently widening the horizons of opportunities for our students.

We believe that all our students are entitled to access our subject-centred curriculum, which offers a broad and balanced range of courses, and to maximise use of our wide range of facilities. We hone this provision to best meet individual needs where appropriate. Particular care is taken over key transition phases including: primary/secondary transition; KS3 to KS4; and KS4 to KS5 to enable students to achieve successfully.

We are clear about the importance of literacy and numeracy skills to students' achievement. Our approach to developing literacy and numeracy is integrated throughout the curriculum as well as being delivered via high profile events such as literacy days.

- Year 7-11 students have 25 hours of lessons per week. This enables the Charter curriculum to be broad, balanced and enables students to study subjects in greater depth where possible.
- There are a large number of additional enrichment activities available for all students every week. These sessions extend and reinforce learning for some students, whilst giving other the opportunity to have experiences not available during the main school day.
- At KS3 we believe in continuity, with students taught within their tutor group for a large number of their subjects or in smaller all-ability groups.
- Students are set by academic ability in Maths from year 7 and in English from Year 9.

Key Stage 3 Curriculum (Year 7-9)

The Key Stage 3 curriculum is followed by students in Years 7-9. Our aim is to allow students to bridge the gap between primary school and Key Stage 4 by fostering in students a love of learning. Students are provided with a thorough grounding in the knowledge, skills and attitudes required to be successful in secondary school. We promote inclusivity with students largely being taught in tutor groups with targeted withdrawal to nurture classes in order to accelerate literacy and numeracy to allow all students to be successful. As of current Year 9 all students will carry on studying RS to GCSE Level to be completed in year 10.

All students study French or Spanish in Year 7 and some have the opportunity to study Mandarin and/or Latin through a withdrawal model.

All Year 9 students are given the opportunity to complete the iDEA qualification in computing lessons to support the development of digital, enterprise and employability skills.

Design Technology includes: Food Technology, Textiles and Product Design.

All students study Physical Education for 2 periods each week and competition between houses and with other schools is encouraged.

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Subject	Periods per fortnight	% of curriculum time
English	8 (Y7 and 8 are withdrawn for Mandarin)	16%
Maths	8	16%
Science	6	12%
Modern languages	4	8%
Geography	3	6%
History	3	6%
Religious Studies	3 (4 in year 9)	6%
Art	2	4%
Drama	2	4%
Music	2	6%
PE*	4 (3 in year 9)	8%
Computing	2	4%
Design Technology	2 (3 in year 9)	6%
PSHEE	1	2%

Key Stage 4 Curriculum (Year 10-11)

Years 10 – 11, follow the Key Stage 4 curriculum. The school offers a wide range of very high quality academic and vocational courses. All students are given subject options advice, guidance and make their choices during Year 9 as part of options and careers process.

The school tries as far as possible to cater for all subject choices with the timetable, but if only a small number of students express a preference for a Key Stage 4 course it may not be possible to run the subject.

Subject	Periods per fortnight	% of curriculum time
English	8	16%
Maths	8	16%
Science	8	16%
PE	2	4%
Guided option – geography or history	6	12%
Guided offer – modern language (65-70% per year are entered for a language)/ Option 2 (free choice)	6	12%
Option 3 (free choice)	6	12%
Option 4 (free choice)	6	12%

Options offered:

Art, Music, Drama, PE, BTEC Sport, Media Studies, French, Spanish, Latin, Mandarin, Geography, History, RS, Citizenship, Triple Science, Design Technology, Engineering, Textiles, Business (CamNat), Economics, Computing, iMedia (CamNat), Sociology

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Key Stage 5 Curriculum (Year 12-13)

The Key Stage 5 curriculum is followed by Years 12 – 13. It is designed to provide students with a structured and challenging learning programme that supports their development and progression to meet their future needs for university or careers

We offer more than 28 AS/A Levels and BTEC subject choices and we do our utmost to enable students to select a combination of subjects that interests them.

A Level:

Students study three or four Level 3 qualifications, with the majority studying three. In addition, some students opt to study the Extended Project Qualification.

A small number of students choose to study an AS Level alongside three A Levels in order to maintain breadth in their course of study. AS exams are only offered in mathematics (including further mathematics), the sciences (including psychology) and modern foreign languages. These AS exams are generally sat at the end of Year 12, but some students choose to sit theirs at the end of Year 13 in conjunction with their other Level 3 qualifications.

Our students sat internal exams in June of Year 12, which were set and marked at a level at least as demanding as AS level. A level study programmes include a non-qualification tutorial which focuses on developing, personal or study skills, and support to choose options for progressing to employment or higher education.

Subjects offered:

Arts: Fine Art, Photography, Music, Drama and Theatre Studies. English: English Literature, Media Studies. Sciences: Biology, Chemistry, Physics, Psychology. Humanities: Economics, Geography, History, Politics, Religious Studies, Sociology. Technology: Computing, Design and Technology: Product Design. Mathematics: Mathematics, Further Mathematics. Modern Foreign Languages: French, Spanish

Applied General:

Applied general qualifications – rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students wanting to continue their education through applied learning and fulfil entry requirements for a range of HE courses or careers choices – either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

Subjects offered:

Business, ICT, and Sport.

Availability of any chosen subject, or subject combination, will depend on student demand, on staff availability and on timetabling contingencies. Most choices can be met, but not all can be guaranteed. Classes for very few pupils are not viable for timetabled teaching and are thus unlikely to run.

4. Home Learning

Home study is an integral aspect of students' learning and skills development. At the Charter School North Dulwich we work to develop independent learning skills. Working out of lessons to prepare work gives pupils opportunities to hone these skills, which are some of the key skills necessary to further and higher education, for the world of work and for lifelong learning. Home learning is carefully planned into the curriculum.

Homework is set for every subject every week. Most homework is posted on the school's Teams. Through the Teams pupils can access revision materials, quizzes and task relevant to their year and subject.

We recommend that in years 7, 8 and 9 pupils have a maximum of 1 to 1.5 hours per night, building up from roughly 20 minutes per subject set per lesson in Year 7 to 30 minutes in Year 9. In Years 10 and 11, we recommend 1 to 1.5 hrs per subject per week in year 10 and 1.5 hrs max per subject for year 11.

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5. Trips and Visitors

Trips form a key aspect of young people's learning. They enhance the student experience by giving a wider perspective on issues covered in school and developing **cultural capital** to broaden the student experience for all.

Sample of trips offered (Pre pandemic), for more detail consult the Trip Tracker

Location	Year Group	Purpose
Art Gallery – Tate Modern, South London Gallery, White Cube	Year 7	To provide all students with opportunity to see inspiring art work to develop appreciation for modern art.
Music – Royal Philharmonic	Year 7	To allow student to hear professional performed pieces of music and understand the different components of the orchestra
French markets	Year 7	To allow students to develop and practise the use of language
Team building - Residential	Year 8	To allow students the opportunity to be in an environment away from London to develop relationships across the year group
Oxford University	Year 8	To provide knowledge and aspiration about what life at university is like and develop as a potential destination
Beijing	Year 8 and 9	To allow students to experience an Eastern culture and practise the use of Mandarin
Duke of Edinburgh	Year 9 (all students)	To develop student confidence and expand their horizons away from the classroom
Seaford	Year 11	To enable students to visualise geographic processes in situ
Battlefields Trip	Year 10	To allow students to experience and visualise the WW1 battlefields
Careers opportunities (sample) - Women in astronomy - London Stock Exchange - Stamford bridge - Lambeth College	Year 10 and 11	To develop aspirations for students to follow the inspiring career pathway of their choice and the access route to achieve this.

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6. Careers

Students at The Charter School North Dulwich are encouraged at an early stage to start thinking about their future careers and employment. There is a whole programme of activities organised to open the students' minds to ideas about their future - and to raise their aspirations. Activities include a wide range of external speakers in assemblies; visits to externally organised careers/employability or university fairs; discussion groups and workshops, and visits to different workplaces and companies.

Work Experience

All Year 10 pupils are expected to complete a week of work experience with an employer. Pupils are given advice and support in school to prepare a CV and are encouraged to contact employers to find a suitable placement. This helps them to learn about how to describe their skills and talents in a CV, and how to approach businesses and organisations when looking for work.

This year we had pupils heading off to work in a wide range of interesting places from schools and libraries to film sets and engineering firms. Work experience is an incredibly valuable part of the KS4 curriculum as it gives our young people the opportunity to find out more about the world of work and teaches them valuable skills such as communication, teamwork, timekeeping and organisation.

Destinations Week

We run 'Destinations Week' each year in the summer term for all our Year 12 students. This is a week of inspiring talks and workshops which will help them to prepare for their future destinations in further education, apprenticeships or work. We also run workshops on a variety of life skills and offer all Year 12 students a practice interview with volunteers from a wide range of industries and organisations.

Outside links

We host a Careers Fair every year in school where pupils have the opportunity to meet employers and individual professionals from a whole range of employment sectors and training providers. Pupils can find out about apprenticeships, further and higher education, and employment options.

The school also works closely with local businesses and organisations to provide mentors and work experience for students as they look to explore their chosen career paths further. We encourage our students to aim high and we work with all year groups to help pupils acquire the skills they will need in order to be successful in their future careers. We have excellent links with world class organisations such as PWC, Transport for London, Kings College Hospital, O2, The Royal Philharmonic Orchestra, and the National Theatre.

7. Curriculum Coherence Map

See separate document